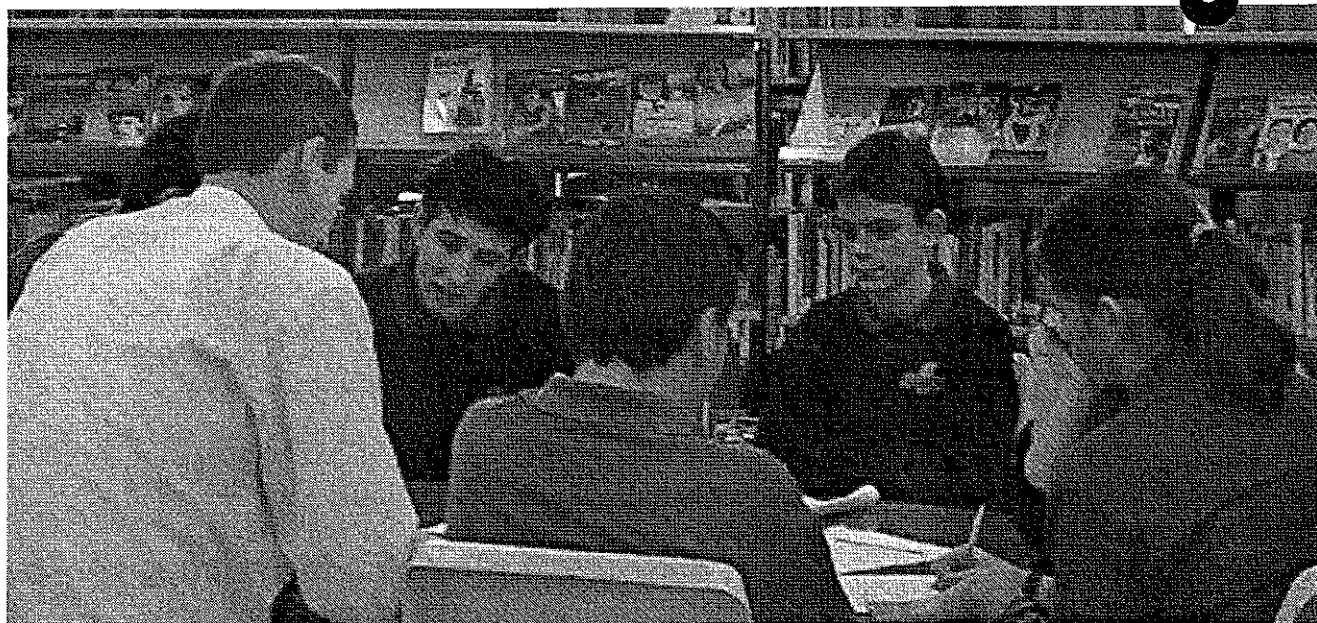


Classroom Meetings



+ Student Action on Traffic Safety: Part 2

*In
this
issue*

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- Virtual Student Parliament
- Operating SRCs and JSCs
- Student Networking: Why and How?
- Victorian Student Action Teams Report: Traffic Safety
- NSW Student Leadership and Participation Day
- **Resources:** *Conferences, invitations to write on inclusion, Student Action Teams Research Report, UK Student Council book, NSW Writing Competition*

& Incorporating the PASTA Newsletter #34

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Students and teacher meet at Traffic Safety Student Forum, Preston, Vic; photos on pages 1, 17 and 18 by Wayne Bolton.

Connect:

ABN: 98 174 663 341

Connect is edited and published by: Roger Holdsworth
12 Brooke Street, Northcote 3070 Victoria Australia
Ph: (03) 9489 9052; (03) 8344 9637; Fax: (03) 8344 9632

E-mail: r.holdsworth@unimelb.edu.au

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This Issue:

We have stressed, in recent issues, the importance of effective and democratic classroom meetings. These can be at the core of student participation approaches: the ways in which students discuss issues to go to the Student Council; the ways that students and teachers discuss, decide on and organise projects that meet real community needs; the ways that students and teachers negotiate about learning and teaching.

Several students and teachers responded to the call to write about practices they have found effective and their articles are included in the first half of this issue of Connect. What do we notice?

First, and most obviously, we notice that all the teacher voices are from primary schools. I suspect there are structural and organisational reasons for this. I spoke to one secondary teacher about writing, and she said: "What's possible when I only see these students for three periods a week?" The possibilities for building meaningful and effective meetings are substantially constrained or facilitated by the way the school is organised; so we need to ask: if democratic decision-making is less possible in some structural arrangements, how can we change those arrangements? These comments also indicate that good classroom meetings are based in on-going and constantly developing relationships of respect between students and teachers.

Secondly, the secondary school students who have written about the place of meetings (though less about classroom meetings) emphasise the **procedures** (forms, requirements, taught processes) that have been put in place to 'scaffold' discussion and decision-making in these schools. But have we given up on being able to develop effective ways to meet and make decisions within secondary school classrooms - not just about advice for SRC representatives, but about planning and thinking about learning? If so, this dramatically reduces opportunities for real, active and inclusive student participation, and leaves it to relatively empowered individuals to be involved!

The call from the UK (page 26) reflects this concern. I can only repeat what was written in last issue: what are we doing that ensures that all students - including those traditionally excluded from access to decision-making and to real and important roles - are included in our classrooms ... and feel connected and committed to shared decisions?

The Student Action Teams approach reflected in the report in this issue (page 17), and in a recent Research Report (page 25), opens up some opportunities to broaden participatory approaches from 'hierarchical' and 'representative' structures, into action that includes the concerns of a broad range of students.

It would be good to highlight, discuss and reflect on such curriculum approaches at the ACSA Conference in Adelaide at the end of September. The silence in response to my query/suggestion about a full-blown student participation workshop in association with the Conference, indicates that this isn't going to happen. But I'll be offering a paper on Student Action Teams there, and would like to facilitate an extended workshop with local examples of student curriculum action highlighted. If you're in SA - or if you're coming to the ACSA Conference from elsewhere - are you interested to take part as more than just a 'participant'? Are you interested to talk about your current or recent experiences? If so, contact me urgently, as I have to let the organisers know if that workshop will proceed. More details are on page 21.

I'd like to keep the 'classroom meetings' themes going in Connect and encourage you to comment on and respond to the examples contained here. Are there different models? What does happen in secondary schools and classrooms? How do we use these approaches to enhance real, active, 'deep' student participation?

Roger Holdsworth

NEXT ISSUE: #143: October 2003
Deadline for material: end of September

Real Change Begins Here!

An ideal class meeting to me looks something like this. It's what I am aiming for anyway.

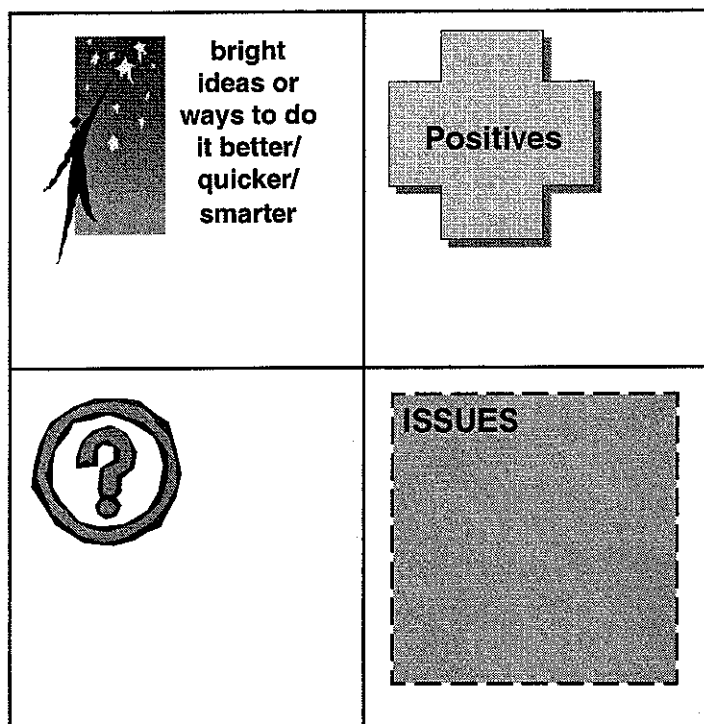
1. The agenda is set by the whole class through a communication board or similar. Mine looks like this, and is based on a recommendation from The Australian Quality Council.
2. We use post-it notes to agenda items where they best belong. The post-it notes are collected and agendaed.
3. Sections can be as shown or your own design. My chart includes: bright ideas, positives or things that are going well, questions and issues.
4. The chair is rotated with guidance from the teacher being as little as possible. Model, model, model then step back. Initially I sit next to the student leading the meeting to guide/assist quietly if needed. Student pairs leading the meeting are another option to consider.
5. The item is presented and discussed using DeBono's hats to guide the discussion. Going round the circle, students comment or pass.
6. Discussion is recorded as a shared/whole focus on overhead projector or whiteboard or computer. Keep a record as a class book or on-line website. Minutes become the responsibility of teams within the grade, with parent help/older student assistance for the younger kids. This is a great activity for an on-going whole class literacy project.

These class-meeting sessions can be a powerful tool for you to get a vibe for the morale and resilience of your kids, find out what is really happening in their lives, develop values intrinsic in democratic

philosophies and to raise the opportunities for student input into class and cross-school decision making one hundred fold.

- Questions ... Is there any bullying in the school? Are kids happy at this school?

Any focus question can be addressed.



- Use this time to work with your school's ISDES document and implement drug ed.

- Make sure clear ground rules are set. Get the kids to develop these. What would a great class meeting look like?

- Use the process to demonstrate democratic processes as much as possible.

- Set explicit expectations of what is acceptable behaviour, including things like only one person may speak at a time; keep

things general ... no individual students/staff are mentioned by name ...

- Everything relating to your school values can be agendaed here.

Respect, tolerance, lifelong learning and all that stuff ... The current values research in education indicates leaders of education have recognised the fundamental importance of values education within all school curriculum and philosophies.

The Golden Rule with class meetings, apart from 'timetable it in', is to keep to this as things crowd and demand time in the school program, and unless rigidly maintained, this is often the session that goes by the way. Class meetings can be ten minutes daily or a weekly session. It may be our most important Civics and Citizenship Education opportunity each week. School leadership needs to support the

integration of class meetings into the fabric of the school life, including a committed timetabling arrangement across the school and the facilitation of PD opportunities such as teachers sharing what works across staff groups and within the region. National testing of CCE gives street cred to CCE becoming the core of curriculum and encourages schools to become values based, truly democratic environments.

And some further thoughts:

- Respect the issues raised. If a student feels strongly enough to agenda an item then it must be treated seriously.
- Using DeBono's hats for meetings is a fabulous way to go too. Use the hats to further explore all aspects of discussed items. Go GREEN to creatively explore possible solutions to issues. WHITE will give us facts and RED is great to look at the feelings raised.
- A class chosen item/mascot can be passed round the circle allowing the holder of the mascot permission to speak; students are allowed to pass sometimes.
- Explore and recognise the types of thinking required and used.
- Use the class meetings to develop understandings of more formal meeting processes.
- Use the class meeting forum to contribute suggestions and respond to Junior School Council/SRC/etc. We are currently using class meetings to determine who and what to support with fund-raising.

If we are going to change the world, then the ideals must begin in the classroom and class meetings are an easy, effective and valuable way to start.

Kerrie Hall
The Brookside School, Vic
<kezhall@bigpond.com.au>

Classroom Meetings

Meetings, Tribes, Community Circles

For my grade, classroom meetings are a natural extension of the Tribes process. As a community we have invested time and energy into establishing a safe, caring and supportive environment via the five agreements at the heart of the Tribes process. Attentive listening, mutual respect, appreciations – no put downs, the right to pass and personal best are not only a part of the language used by all members of the Point Lonsdale Community but also form the basis for the culture and mode of operation in my class.

Beginning our work in the Inclusion phase of the Tribes journey, a series of activities and reflection ensured that all students are included, valued and appreciated in the grade. Community Circles enable students to share, listen and contribute constructively to classroom discussion with support and empathy. The activity titled *Cares, Concerns and Compliments* empowers students to raise issues, celebrate success and to actively contribute to solving issues within the class.

The next step in implementing classroom meetings was to develop a student-leader-for-the-day program. As a grade, we created a program outline where students take responsibility for beginning our day by running a meeting and an activity to engage class members. From this process it was an easy progression to the development of a regular classroom meeting. Time is set aside each week for our meeting and students take turns at filling

the roles of chairperson and note taker. Students fill these roles with ease as this process gives a voice to all students due to the expectation that all will lead the discussion and meetings. The classroom meeting structure has also provided students with leadership skills, with opportunities to mentor and support others in the grade.

The meetings take place in the familiar structure of the Community Circle where students feel supported in expressing their opinions. The right to pass agreement ensures that all students are comfortable with and included in the meeting as they have the option of passing rather than being forced to contribute to the discussion. All items for discussion must be placed on the agenda the day before the meeting takes place. Only items on the agenda can be raised at the meeting, and any person who places an item on the agenda must be prepared to speak to their item. The process includes the development of solutions, students taking responsibility for following up on issues on behalf of the class, and celebrating our successes as a group. This process not only ensures that all issues, concerns and feeling within the grade are open and public, but also has also been invaluable in providing students with the opportunity to explore and understand the how/process in addressing issues and in taking affirmative action to better their community.

Lisa Brown
Point Lonsdale PS, Vic
<mikac.lisa.m@edumail.vic.gov.au>

Discovering Democracy

Students belong to a variety of communities. The class unit is one of the smaller communities that a child belongs to and spends a lot of time in. It is important that each child feels valued in this community.

The weekly class meeting in my 5/6 classroom has become an integral and valued part of our weekly timetable and sets the tone for the rest of the week. Students look forward to class meetings because they provide each one of them with an opportunity to be heard, to acknowledge others in the group and to be acknowledged by them.

The organisation of the class and the allocation of roles for the meeting are essential in creating a 'democratic' environment for the students.

- Students sit in a circle with the teacher part of it.
- Students take turns to chair the meeting and take the minutes on behalf of the group. (These roles are modelled by me in weeks one and two of the year.)



- Each child is given five tokens. This gives them the opportunity to speak five times. Each time the student has a say, he/she returns a token to the token jar, in the middle of the circle. The chair can see clearly who to ask and encourage. Quieter students are able to have a say and set themselves goals week by week to use more

tokens. The more confident students need to prioritise and make decisions about which contributions are most important.

- The chair writes the agenda on the white board using this format.
 - **SRC report:** given by the SRC representatives who are elected by the class, based on policy speeches, to represent them in the wider school community. These policy speeches ensure that students are elected to the SRC on the basis of their ability to present and understand the issues that are vital to the class and the school community not because of their popularity.
 - **Feedback to the SRC:** students provide SRC representatives with any issues to take back to the next SRC meeting.
 - **Election of two 'kids of the week':** Students are nominated for this role by members of the class based on some qualities or actions seen during the week.
 - **Compliments:** Students have the opportunity to acknowledge other students.
 - **Rupert and Esmeralda:** Students raise any behavioural issues concerning them in the class, using these chosen pseudonyms to avoid embarrassment. The class then discusses appropriate action. This is reviewed the following week.
 - **Other issues.**

A well planned class meeting which takes place at the beginning of the week creates an atmosphere of mutual respect and harmony, based on a clear and shared understanding of expectations, feelings and desired outcomes.

Students feel safe and valued and know they have an opportunity to implement and influence change.

Mercy Woodman
Miles Franklin Primary School
Evatt, ACT

Thinking Hats in Classroom Meetings

Meetings in my classroom initially began after a PD with Helen McGrath based on her book *Friendly Kids, Friendly Classrooms*. This was based on a desire to teach students social skills, and allow them to practise problem-solving strategies. I have structured my class meetings based on Edward De Bono's Thinking Hats. I have continued to modify my classroom meetings approach to better suit the needs of the children I am working with and I have been extremely gratified by the results.

My belief in classroom meetings comes from the following philosophy that:

- Confidence comes from acceptance and the freedom to express oneself.
- Everyone has the right to express his/her opinion, whilst respecting the views of others.
- We are all problem solvers and choose and are responsible for our own behaviour.
- Learning is most effective with it is fun and we have a sense of ownership over it.
- A teacher's role is to nurture, nourish and foster learning. Teachers have the power to equip children with the necessary tools to be life long learners.

Why use DeBono's thinking hats for class meetings?

I need not stress the importance of teaching thinking skills to students but I will share with you a couple of things I have found interesting. The need to teach thinking skills has been made imperative by Edward De Bono.

- The main difficulty in thinking is confusion. We try to do too much at once. Emotions, information, logic, hope and creativity all crowd in on us.
- A very simple concept (six thinking hats) allows a thinker to do one thing at a time. Putting on one on these hats defines a certain type of thinking. (De Bono, 2000:2)

I have found that using thinking hats during class meetings allows students:

- a clearly defined framework for thinking during meetings;
- to focus on one type of thinking at a time. This is important as it allows for a cut off between each section of the meeting and stops students dwelling on issues that may have been raised during a particular section of the meeting;
- to further develop their thinking skills (including brainstorming, challenging assumptions and questioning ideas);
- to practise the hat process regularly which enables students to then adapt these skills to other aspects of their learning.

The thinking hats allow students to explore various aspects of thinking. For those belligerent students they are given a way to focus their black hats issues to a particular time and for those submissive students, there is an expectation that everyone in the class explore their feeling (during red hat).

Overall meeting outline:

- Class meetings are carried out weekly.
- The whole class sit in a circle with someone chairing the meeting.
- During each stage of the meeting we put on a different hat with the emphasis being on that type of thinking.

Issues:

In my classroom I usually chair the meeting, however this depends on the grade level I am teaching or the needs of the students. I know of other teachers who have a different student chairing the meeting each week. This works well, allowing students to further develop their level of independence and leadership skills.

Initially, particularly after we had discussed problems during our Black hat thinking, some students found it difficult to stop raising issues and change to the next hat. Some students did need to be reminded that 'we now have our green hat on ...' etc. This process of changing this mode of thinking does take some practice and time to master.

What makes meetings so critical in our classroom?

When I mentioned to my grade that I was writing an article about class meetings, our class then began to discuss why class meetings are so significant. The overall thoughts were that this was an important time to air our opinions: 'we all have a right to have our say,' said one child; 'could you please send this article to my new school when I move so we can have meetings there,' was another response; and 'how would we work out and talk about our problems (if we didn't have meetings),' was another.

I believe the best class meetings are those that are adapted to suit your own needs. What may work for some, may not necessarily work for others but there is no harm in giving a new approach a go and adapting it to suit yourself.

Class meetings have now successfully been introduced into quite a few classroom at my school. Teachers have found this structure to be straightforward, successful and easy to apply to the classroom.

I now leave you with some thoughts about the importance of class meetings from some Grade 2 and 3 students:

'I like class meetings because we get to tell the teacher about what is happening through the week.' *Lachlan*
 'They can help you and everyone gets along better. The fact that we express our feelings is good.' *Samantha*
 'You get to sort out things. You get to vote and say how you are feeling.' *Chris*
 'In yellow hat if I say I really like some things that we do in the classroom, she will give us more of it.' *Tommas*
 'I love white hat. I love voting and nominating. I love to see who is student of the week.' *Mikaila*
 'In red hat, if you feel angry, bring it up in black hat and you can then fix up your problem in green hat.' *Tim*

'People are telling us about what they like doing in class. I think that every school should have them.' *Ellie*
 '... you solve problems straight away.' *Maddison*
 '... you can figure out problems.' *Lisa*
 'We are allowed to tell our problems about things that we are uncomfortable with, so that the rest of the grade can suggest solutions for our problem.' *Menq Jjun*
 'You can also make suggestions to change the classroom and make it better!' *Saara*
 'I think that class meetings are worthwhile because you get to find out how other people feel.' *Xanthe-Ella*
 '... you can help people out with their problems.' *Janelle*

Class Meeting Format

Class Meeting Process	Questions to ask during each step	Classroom operation	Do's and don't; Other issues
RED HAT (emotions)	<i>How are you feeling today?</i>	Moving around the circle everyone tells how he/she is feeling.	I allow students the opportunity if they wish to explain their feelings. I have found this very useful and I have found children to be extremely open and honest.
YELLOW HAT (positive)	<i>What good things have happened to you or have you achieved this week?</i>	Students raise their hands if they have something to share	I usually keep this to a school focus. This is a great way to celebrate learning.
BLACK HAT (negative)	<i>Are there any issues/problems/concerns that you have this week?</i>	Students raise their hand if they have an issue.	Need to emphasise to students that this is a session for issues that have not been resolved and issues you would like the class to know about and help you with.
GREEN HAT (creative)	<i>Can you offer any solutions/suggestions for the problems mentioned during black hat?</i> <i>Does anyone have any suggestions about ways we could improve things at school/in the classroom?</i>	As each black hat issue is mentioned students are given the opportunity to give advice or suggestions for improving each issue or ideas During this time, our student council representative may be asked to take an issue or idea we have discussed to the next student council meeting.	This is a discussion time allowing students the opportunity to talk about various issues and areas for improvement. During this time we often come to a group decision about how issues will be resolved. This is also a time to suggest new ideas and areas that can be improved on at school and in the classroom.
WHITE HAT (facts/information)	<i>Would you like to nominate anyone for student of the week?</i>	Students raise their hand if they would like to nominate someone for the student of the week. Once a number of students have been nominated we then have a anonymous vote (heads down, hands up to vote for ... etc) .	This process has the following guidelines: The students are nominated to the teacher's discretion. If you nominate someone you must offer a reason why they should be the student of the week.
BLUE HAT (thinking about thinking)		This hat is somewhat ambiguous during class meetings but can be used to put on when unsure what thinking we should be doing.	

Kerry Curran, Grade 2 Teacher/Early Years Literacy Co-ordinator
 Templestowe Heights Primary School, High Street, Templestowe Vic 3109

Let them make a difference!

At Wednesday's Prep-Year 2 assembly I say: "Just a reminder to the teachers and JSC reps: please have your class meetings before Friday."

"By Friday! How on earth am I supposed to fit that in?" I sense from a large majority of the classroom teachers around me.

Sound familiar? I bet it does, even to myself - a classroom teacher and Prep-Year 2 Junior School Council (JSC) leader. But my advice is simple: make time! After all, class meetings are essential in providing a forum for students to participate in decision-making. This in turn contributes to their sense of belonging and self-confidence, underpinning many student welfare programs at our schools.

The JSC

The JSC at Princes Hill Primary School (Victoria) empowers all students to make a difference. Here, the JSC is divided into three meeting groups - Years 5/6, Years 3/4 and Years P-2. Each 1/2 class has two representatives from each year level. Each Prep class has two representatives who are changed mid year. This ensures that even the younger children have 'a voice' and access to decision making at our school. Every three weeks, representatives from each JSC group are chosen to discuss and reflect on decision-making and progress with the three teacher leaders and JSC office bearers.

Before students elect Junior School Councillors, we ask them to think about what makes a successful leader. The Prep-Year 2 children, for example, learn about the importance of good speaking and listening skills. They are taught about 'assertion'. These experiences then ensure that, when voting in the private ballot, the children are seriously tuned into the idea of a 'successful leader' and that representatives are not solely elected because of their 'popularity'.

At the beginning of the year the representatives take part in a 'Training Junior Student Leaders' course run by their teacher leader. They participate in various activities and further discuss and investigate the qualities needed to achieve good leadership. They become skilled at reporting back to their classmates and generating purposeful discussions.

Class Meetings

Class meetings, in my classroom, are held every week on a Thursday afternoon at 3:00 pm. And this day and time is non-negotiable! I act as the facilitator, mediator and recorder. The representatives are the leaders of the meetings. I encourage the representatives to lure all children into the discussion and decision-making process, even those who are quiet, by asking questions: "Natasha, do you agree? What do you think?" The children are encouraged to take turns and to use their best manners at all times. The meeting is not over until the representatives announce: "The meeting is now closed". It does not commence until all children are paying full attention to the representatives and the representatives declare the meeting open.

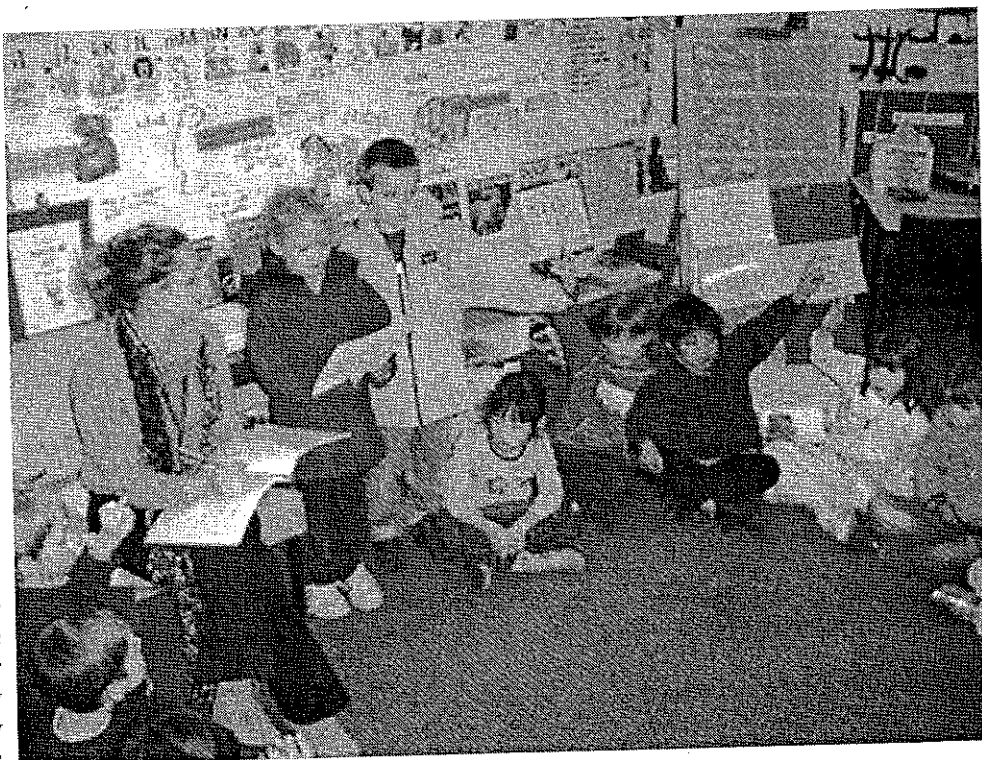
The children in Prep S have 'a voice' and feel valued because I ensure that I let them.

Let the children talk. Let them feel empowered. Let them make a difference!

Susie Silverii

*Princes Hill Primary School
Pigdon Street, North Carlton 3054*

Please feel free to email me with any queries:
silverii.susie.p@edumail.vic.gov.au



The following chart is an example of the recording process for every class meeting at Princes Hill Primary School:

Junior School Councils Class Meetings 2003

AGENDA and MINUTES

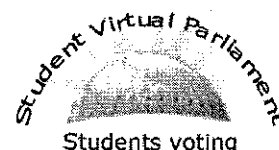
Meeting date:
Leader of meeting:
Recorder of meeting:

Agenda: <i>Issues we need to discuss</i>	Who?	Minutes: <i>What we talked about and the decisions we made</i>
1. JSC Report		
2. Pats on the back for... (Relate to <i>You Can Do It!</i>)		
3. Making a difference		
4. How can we improve?		
5. Other ...		

Junior School Council Agenda Items:
1
2

<http://www.studentparliament.net>

The Student Virtual Parliament



The Student Virtual Parliament enables students in many countries to experience and 'become part of democracy' daily.

Operating continuously at <http://www.studentparliament.net> students set the agenda, debate and vote online on the issues of the day. The student voice in each school, electorate and country is seen at a glance.

The website works like a free floating student 'opinion market' – live, transparent, continuous and competitive. Students submit opinions and ideas in the form of placards directly into the virtual chamber leaderboard – no waiting to be asked. Placards are concise

opinions or ideas expressed in 12 words or less. All opinion placards compete daily for votes and are ranked live in a leaderboard. Each placard also has a dedicated debating forum.

The Australian students' "Big Issues All Opinions" leaderboard is now operating. Single issue polls are also opened from time to time.

The leaderboards show voting results in selected sample periods such as last 24 hours, seven days and 30 days. Schools can register for access within 24 hours at www.studentparliament.net. There is an annual access fee per school paid on invoice.

Ralph McKay: svp@bigpulse.com; (02) 9953 3958

Student Virtual Parliament: A Response

Teacher Trudi Watts at Darlington Primary School, WA was one of the first teachers to invite students to participate. Recently she said: "The Student Virtual Parliament program started with students mildly interested, however, once they had experienced seeing their own issues and comments in print, the interest escalated to one of real excitement. There is talk amongst the students about how they can put issues forward that would get others to vote for them. Students are talking and using the language of voting, debating and discussing of real issues. The more they use the virtual parliament the more time they want on line with others."

It is a reliable and dependable service that is child centred and relevant to all students. The program is user friendly, informative and accommodating to the curriculum. The issues that can be 'placarded' on the site can be from any subject across the curriculum and therefore can be useful as a teaching tool for cooperative and independent learning. The more the students use the site the more they learn. Ultimately, these students are learning to become learners, from others and their peers, whilst learning about how to become active citizens of the future."

St Gregory the Great Primary School Student Council

Two students are elected to the Student Council from Grades 3 to 6 at the beginning of the year. A teacher undertakes to coordinate the meetings of the Student Council at the beginning of the year. Meetings held every two weeks. Reports of the meetings are then taken to the Principal in the first instance and, if there is merit in what has been suggested, this is then presented to the staff at a staff meeting. The students are then informed as to the outcome of their proposal by the Student Council Coordinator.

We also try to find opportunities where we can encourage the children who have been elected to the Student Council to take on some form of leadership roles throughout the year as situations present themselves.

Shane Tobin

Deputy Principal,
St. Gregory the Great PS
396 Manningham Road
Doncaster Vic 3108

stobin@gregreat.melb.catholic.edu.au

Class Meetings Using De Bono's Six Thinking Hats

Six Thinking Hats Process	Class Meeting Process
White Hat Thinking <i>Information</i> <ul style="list-style-type: none"> What information do we have? What information do we need? What information is missing? What questions do we need to ask? How are we going to get the information we need? 	<p>The person who brings the issue to the class meeting lists the facts as they see them.</p> <p>Others are invited to add to the facts of the situation.</p> <p>Facilitator may ask: 'Do we have all the information we need before we go on?'</p>
Red Hat Thinking <i>Emotions and Feelings</i> <ul style="list-style-type: none"> The purpose of the red hat is to express feelings as they exist, from pure emotion to hunches. Individuals should not be allowed to pass when they are asked for their red hat feelings. They can use terms like <i>neutral, undecided, confused, doubtful</i> or <i>mixed</i>. 	<p>How do we feel about the issue or situation?</p> <p>The person bringing the issue may begin by saying how they feel about the issue.</p> <p>Others offer their feelings, hunches or intuition about the situation.</p>
Black Hat Thinking <i>Cautious and Careful: Possible dangers, problems and obstacles</i> <ul style="list-style-type: none"> What is wrong. What doesn't fit. What we need to be cautious and careful about in the situation. 	<p>What do we need to be careful or cautious about in this situation?</p> <p>What are the possible dangers, problems or obstacles with this issue?</p> <p>What are the weaknesses of this idea?</p>
Yellow Hat Thinking <i>Optimism, Positive, Benefits</i> <ul style="list-style-type: none"> Positive thinking Optimism Focus on Benefit Constructive thinking Making things happen 	<p>What's the value of this situation.</p> <p>What are the positives?</p> <p>Are there any?</p>
Green Hat Thinking <i>The energy hat</i> <ul style="list-style-type: none"> Generate new ideas Creative effort Alternatives and more alternatives Change New approaches to problems 	<p>How else could we approach this situation?</p> <p>What else could we do?</p> <p>What's another way that we could approach this situation?</p>
Blue Hat Thinking <i>Overview</i> <ul style="list-style-type: none"> Thinking about thinking Instructions for thinking Control over the other hats The conductor of the Orchestra The management of thinking 	<p>Blue hat makes sure that people keep to the relevant hat.</p> <p>Typically worn by the facilitator, chairperson or leader of the session.</p> <p>This is a permanent role.</p> <p>At the end of the class meeting the Blue Hat asks for the outcome.</p> <p>This may be in the form of a summary, a conclusion, a decision or a solution.</p>

Information sourced from 'Six Thinking Hats' – Edward de Bono, 1999
by Michelle Buckley, Mary McKillop PS, Keilor Downs, Vic

SRCs: Great in Theory, Great in Action, Great Meetings!

SRCs and the like are a great theory. They provide students with a voice to express their opinions and concerns. They get things done for the students, by the students. At least this is what we say. The truth of the matter is, it's difficult. No matter how hard working and active an SRC is, there are always going to be problems. In my experience on the Scoresby Secondary College SRC, however, there are ways to overcome these.

I've lost count of the number of times that I've heard the statement: "We're only students, there's no way we're going to be able to get that done!" I admit that I'm guilty of saying this on more than one occasion. What we need to realise though is that the fact that we are merely students could be used to our advantage. If an SRC can pull together and come up with a fantastic proposal, they're going to impress those in the 'hierarchy' within their school community. School Councils will be jumping to give their approval. Teachers will support you. Local Councils and surrounding businesses will be keen to fund and sponsor you (if possible). And before you know it, your proposal is about swing into action. You've impressed and won support. That's half the battle. All there really is to do now is finalise details, confirm dates and participants, advertise to students etc.

But, what happens when you lose support, not only from those around you, but from the members of the SRC itself? The solution to this is more simple than you would think. You need to keep everyone excited about it. As soon as no one hears about something for a few weeks, they're going to lose interest. It's like Hollywood; at first, everyone's excited about some new controversy that's been splashed over every newspaper and magazine. It's all you hear about for two weeks straight. But then, after the hype dies down, and nothing is written about it and it's not brought up every news break, people lose interest. After all, it's yesterday's news. Nobody cares about yesterday's news. So if you want to keep people interested and involved and

supportive, give a weekly update. State what you've done so far and what you're going to do soon. Just make sure that the reports are always positive and upbeat, or you'll lose interest just as quickly.

A key to every SRC's success is to build meaningful participation. Selection needs to be tough. It's much better to have a small, hard-working SRC than a large one built of people who are there just to get out of class. Every member needs to be made aware of and encouraged to be active in every decision made by the SRC. The members need to be comfortable enough with each other that they are able to speak their mind, even if their opinion goes against the consensus of the group. In-school training days and conferences are ideal to build the trust needed to do this. They not only give students the opportunity to bond, but act as a way of determining the common goals of the group and what each member wants to achieve. This way, everyone is involved from the get-go.

I've found that meetings are best held in conference room style, rather than in a classroom. When seated round one large table, or something similar, everyone is equal. When in a classroom with the president etc up the front, it tends to be less democratic. Every person needs to be made to feel as important as the next, or else the SRC won't function effectively. Who's going to want to put their view forward when someone 'above' them has just said the complete opposite?

I guess what every SRC member needs to remember is that you can do anything! As students, we are the ones who know the students' wants and needs the best. It's our responsibility to address these. If we won't, no one will. If there's a problem that you don't know how to deal with, call another school and find out if they've experienced something similar.

We can make a difference, we just have to try!

Teigan Leonard

Scoresby Secondary College, Vic
<bluelightbulbflavouredzebra@hotmail.com>

Feeding Back SRC Results Through Class Meetings

I have been a member of an SRC for four consecutive years and I can honestly say that it's a very productive and enriching committee that offers students the chance to have their say.

Through classroom meetings, I think we have a very effective system on how to get the voice of each student to us, and to ensure that our executive remains a place which is open to opinion and feedback from anyone in the student population. The way we do this is:

- Each class elects a Home Group Captain who receives a badge at our school's Student Leadership Assembly. These people then attend a meeting in the school's Conference Room (which is chaired by an SRC Representative), where they each receive a double-sided page on what the role of their position is about: to be a link between their fellow classmates and the SRC.
- This page, titled "We Need Your Help", asks them to hold a class meeting with their homeroom teacher's assistance and record the ideas and suggestions their classmates have on how the school can be improved and how effective they think their SRC is being in their role in representing them. This can be done by simply asking for hands-up on what people think the school needs, or writing up on the board: "Improvements to the school" and each class student writes a suggestion under the heading. Or, perhaps the most effective strategy could be to have a 'group-round' in the class. A group-round is where each student is required to give a suggestion/idea. The order of suggestions depends on the table placements around the room (ie the best would be if the tables were arranged in a square or circle, so students would know when it was their turn to speak, by the person next to them having spoken previously). This can be daunting for some students, but at least it makes them have their say.
- On gathering the class's feedback, the class captain attends another meeting (chaired by an SRC member) with all the other captains of his/her sub-school and hands in his/her sheet of feedback and is then given the opportunity to add any further comments on what

he/she thinks the school needs for the students (the duration of this meeting is approximately 45 minutes). Here also, the SRC Representative explains where the suggestions shall go. My SRC collates the suggestions onto one big list (obviously all unrealistic suggestions, such as swimming pool, go-cart track, etc are removed) and arranges them under their sub-school headings (Junior, Middle, Senior). We then establish a feedback sub-committee which has meetings once every week or fortnight where each suggestion is brought up.

- Once the list of ideas is finished and each issue has been discussed, all SRC members are assigned one or more suggestions which they must endeavour to look into and lobby for. For example, last year students wanted a bench seat near the school bus bay. An SRC member wrote a letter to the School Administration, requesting that a bench seat (our SRC had purchased one the previous year) be installed near the bay, for student usage. This was agreed to and our seat was installed.

- When their task is finished, they report back to the SRC and their issue is finished.

- At the start of the next year, the SRC publishes a booklet called the "Student Feedback Report" where the

list of suggestions is typed and, beside each, the SRC member designated to it is listed and indicating how the issue was followed up and whether it was successful in being accomplished. Note: Each report is handed to the new home group captain, with the list of new SRC members, the "We Need Your Help" Sheet and a list of class captains. My SRC published its first report this year. I hope it becomes policy to make one every year though. Then the new captain reads what was done last year, to his/her fellow classmates and once again asks for suggestions on how to improve the school for the students.

- Thus, every student in the school is given the chance to voice their ideas and opinions (they must be realistic) and is given the opportunity to see where they went, by reading the Feedback Report made by the SRC.

Chris Varney
<craskoo@hotmail.com>

PASTA NEWSLETTER

34 - August 2003

PASTA is the acronym of the Professional Association of Student Representative Council Teacher/Advisors. Founded in New South Wales, Australia, in February 1995, our Association exists to support in whatever ways possible those who work with and support programs of student participation, representation and leadership.



SEE OUR MEMBERSHIP INFORMATION AND APPLICATION FORM ON THE WEBSITE

PASS THE PASTA

AUSTRALIANS WALK AND TALK PROUDLY

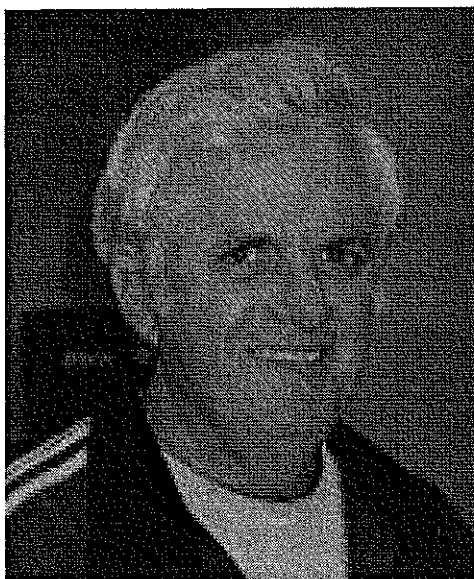
The centrepiece of this issue's Newsletter focuses on the substantial learning outcomes of our recent 6th Overseas SRC Tour. What it doesn't say is how proudly and effectively the students and advisers on tour represented Australia and their school communities. Public response was impressively enthusiastic and extremely complimentary. Your representatives were fine ambassadors.

GOVERNMENTS SUPPORT SRCs

On the home front, PASTA is pleased to note two significant indications of recent government support for SRCs and student leadership programs in our nation's schools. We are keen at all times to be a part of any projects or discussions which further such.

The very successful Banana Power National Leadership Camp in July was funded and publicised in part by the Commonwealth Ministry of Education. As an intensive leadership training week, it was a first for the country as a whole. It attracted over 150 student delegates from NSW, Victoria, Tasmania, Western Australia and the ACT. We congratulate the founders of Banana Power, Rebecca Heinrich and Lisa Bollard, together with their staff, on its success. We look forward to support from Federal and State bodies to continue this initiative in future years and

for its logical extension of national representation in PASTA's Overseas Tours, in particular to the 2nd ISRC next year in Canada. PASTA had the honour of initiating this event, which is a global project, in Australia in the 2000 Olympic year.



Belief in the value of student leadership programs as vital to an active democracy received a further boost with Premier Carr's launch of the NSW State Government policy on Student Leadership at the 2003 NSW SRC Conference in August.

We congratulate the Pupil Well-Being Unit and the students on the NSW Conference Working Party and the NSW SRC for their successful Conference and thank them for inviting us to talk with the advisers present.

It is essential to have multiple opportunities to explore in detail how a range of professional development and restructuring initiatives can assure a greater emphasis on the professional development needs of advisers - especially the provision of adequate time, training and resources needed to translate fine policy into firm action at the local school and community levels.

PASTA is continuing its regular consultations with these state government groups and welcomes similar with non-government schools, parents, principals and other educational groups.

Ken Page
President

“What did I actually learn?”

One of the most commonly asked questions of both students and advisers alike upon their return from each of the trips to North America since the tours began in 1998 has been “Well, what did you learn?” This question has been closely followed by “And how does this benefit anyone but you” i.e the students you are representing? In the following report, 2003 Overseas Leadership Tour delegates respond to these questions.

Upon their return, 6th delegation representatives had much to say about their summer student council experiences in North America. Delegation President Mark Childs (North Sydney Boys HS) begins his Tour Report this way:

17 students, 4 advisers set to take on America, prepared to show the United States what Australia was like, what we stood for and how we really lived. In many ways, this was a challenge which stood before us. Could we last a month away from home, away from our family, friends and school? Could we survive in a foreign country, finding our own way around, living for ourselves?

PASTA Member School Belmont HS Delegate Bronwyn Weir, who shared the Presidential Training Sessions with Mark at the NASC Conference, ends her report thus:

The most important question is “What did I actually learn?” I can be perfectly honest when saying we learnt a whole lot of new ideas about how to run our councils and what new projects we can undertake. We were also given a huge amount of resource material to take back to schools and local areas that contains vast amounts of information regarding student leadership and skill development.

While all of this is really good to learn about, I believe that the tour is unique in that it has an amazing way of teaching far more than this material information, which cannot be taught anywhere else, or by any other means. Above everything else that I was taught on the tour, the most important thing that I learnt was about myself. I discovered new aspects of my personality, how I operate as part of a team and how to take care of myself in such a foreign environment.

Now, the question then has to be asked, “How does this benefit other people, specifically other students whom I was representing?” In order to be a successful leader, you have to know how to use your own skills to achieve the best possible outcome from your group, and also know your own areas of weakness in order to develop those skills. This is something that I feel I can do, and I also feel better equipped to be a better leader.

Later in his own extensive report, Mark echoes similar learning outcomes of this unique tour:

Since my return to Sydney, many people have asked me about my trip, but one question has stood out in how frequently it has been asked. Almost everyone who has shown interest in my trip on my return has asked me whether the trip was worth it. Each time, I have answered wholeheartedly: “Yes.”

We were able to watch each other grow and mature over the month, in places completely foreign. Each delegate is extremely grateful for the effort, time and passion afforded to us from the four touring advisers and everyone involved in PASTA. We appreciate the work not only put into the trip, but the work being done in the name of improving the SRC in Australia. Our tour in the United States has shown us a lot of things which could help Australia in many ways. Many things we can, and will, take back directly to our schools, while other things are relevant to the larger district and state bodies. The PASTA American Tour of 2003 has been a raging success for all involved. The trip is something we will cherish for the rest of our lives, and are looking forward to building from in the years to come.

So what was the tour learning all about? What outcomes have delegates themselves identified?

The PASTA Newsletter is edited by Ken Page and distributed bi-monthly as a supplement to Connect magazine.

EXPERIENTIAL AWARENESS OF:

- a serious challenge to our comfort zone: To come from our district and school SRCs to experience the scale of this National Conference was the single biggest culture shock on our trip - learning on the cultural and social levels. (Mark)

- the real American way of life through four home-stays with families / many of the famous historical symbols that we hear so much about. (Bronwyn)

KNOWLEDGE OF:

- This trip has truly opened my eyes. I see the changes in myself ... freedom and trust, that it is a give and take world ... each leader will be unique, whether they become multi-millionaires or milk-bar owners. (Ganga Ranjit)

- how to encourage participation from fellow student leaders, how to teach different types of learners - so many amazing ideas came from the Swap Shop to implement here. (Bronwyn)

SKILLS IN:

- learning to work as an ensemble, to convey opinions clearly, to calm others in a time of panic, to trust, to listen, to open my eyes to all that is around me, to encourage people to do new things, to fill each day with as much as possible, to take on board all the responsibilities and turn them into routine, to appreciate all I have had and all that I will receive, to communicate, to learn, to show compassion, to take advantage of the moments that give us time to think and reflect on each moment and to contemplate the future. (Danielle Kaiser)

- asking and being asked questions ... Gradually, our answers refined, became more accurate. (Mark)

PERSONAL UNDERSTANDING OF:

- strengths and weaknesses, and the knowledge, at the end, that we had made it as a team. (Bronwyn)

- breaking our boundaries, as an individual and as a council. (Melissa Haberfield)

- cultural differences, school initiatives, marketing, networking, patience, relationships. (Rob Peacock)

DEVELOPING POSITIVE ATTITUDES:

- to individuals; those around us, those at home and ourselves; bonds of friendship formed. (Mark)

- growing within myself, testing what I believe, compromise and taking charge. (James Phelps)

APPRECIATION FOR:

- Amish visit showed us how they live, without the stereotypes that come from the media. (Bronwyn)

- everything was professional, designed to show off just how good Student Council is. (Mark)

ENHANCEMENT OF ABILITIES TO:

- We learnt of goal-setting, organisation, communication, team building, problem solving and decision making. We shared ideas with school student leaders, leaving us with pages and pages of practical ideas for SRC events. The theme of the camp was the "ALOHA spirit", which spoke of how to better oneself as a leader, and as a person of influence. (Mark)

- look at people in a totally different way, how I fit into situations and change myself. (Joseph Pickett)

PERSONAL DEVELOPMENT OF:

- I have realised that when a chance comes along, grab it and not let go no matter how hard the fight. The greatest thing you can do is push through the hard times and walk away with a smile. (Danielle)

- not just our outward acts of leadership, but to look to ourselves as leaders of people. (Mark)

THE WILL TO DO GREAT THINGS WITH WHO YOU ARE AND WHOM OTHERS CAN BE:

Each day we tried to take in as much as possible to take back to our own country. The National Conference was a superb forum for ideas for specific projects, as well as workshops giving help in battling broader issues just as relevant in Australian schools as in American. We took ideas down about school spirit, student participation, event planning, fundraising, inclusiveness in schools and anti-discrimination. (Mark)

- my biggest change has been my self-confidence. I owe it to others to help enrich their lives as my junior counselors did mine. (Mara Bollard)

"You were the best delegation I could have worked with." (Courtney, NASC Host Lancaster HS Student Guide and now 'Honorary Australian')

"You have enriched our lives hugely, and we would love to have you return." (Andy Costanzo, USA, Winner of the Warren Schull National Adviser of the Year, 2003)

PASTA subscriptions and queries:

**PASTA Inc.
50 Balmoral Drive
Gorokan, NSW 2263**

<http://hsc.csu.edu.au/pta/pasta/>

CLASSROOM MEETINGS PLUS

Where is the classroom? Everywhere, especially where students congregate with positive purpose.

What can be done? Students teaching lessons, running group activities, tutoring peers, deciding and implementing group projects and procedures.

Why do it? It's active, fun, self-esteem building, motivating, it's hard work - AND - it's invaluable.

Who should do it? Primary, secondary and tertiary teachers and mentors - ie students all.

When should it be done? Regularly, by degrees, when the group is ready, as need arises, often.

How does it support the SRC Curriculum? Through leadership (of all), representation (for all) and participation (by each young citizen).

ISRC 2004

The 2nd International Student Representative Conference (for secondary students and advisers) is the focus of the PASTA 7th Overseas SRC Leadership Tour next year. The proposed 24 day tour aims to include also the famous National Leadership Camp at Camp Cheley, Colorado, and visits with host schools and state student council associations in North America. The current aim is a minimum of 50 students and 10 staff from all of Australia. Please see the Expression of Interest Form flyer in this issue. Send it or other enquiries to the 2004 ISRC PASTA Tours Committee c/o:

Greg Arrow: PASTA VP - National/International
University of Sydney: mobile: 0414 413715

e-mail: charleskingston@ozemail.com.au

RESOURCES

PASTA has a large collection of resource material from both Australian and overseas sources. Amongst the planned series of resource modules still being put together (on topics such as goal-setting, project planning, meeting procedures, communication, constitutions and workshop techniques associated with each) is a series of bibliographies of available publications (from any source) in this field. **We ask you to please contribute to these publications by sending us what you know exists already and how it can be accessed. All sources will be credited.**

PASTA AND SRC CALENDAR UPDATE

1 Aug: Membership Renewals Now Past Due
August 2003 onwards: Applications welcome for ISRC 2004 and 7th OS SRC Tour (see flyer)

5-8 Aug: NSW State SRC Conference - Hornsby

23 Aug: ISRC 2004 CtteWorkshop - Sydney

27 Sept - 12 Oct: School Holidays in some states

During Break: (Dates to be notified to members):

- PASTA-NSW DET Consultations - Ashfield
- PASTA Exec Committee Meeting - Sydney

25 Oct: General PASTA Meeting & SRC Adviser PD Workshop - Gorokan HS (Topic: Meeting Procedures and Communication Skills Modules)

ISRC 2004 Tour: Delegate selections are made on an ongoing basis. Assure you have applied.

6 Dec: PASTA Meeting and Member Christmas Social Function - Sydney

19 Dec: Last day of Term 4 2003

January to June: Orientation and Training of successful applicants for 2004 ISRC Tour

2-3 Jan 2004: Overseas Tour Reunion (6th Tour) plus interested 2004 Delegates & Staff

PASTA MEMBERSHIP RENEWALS

The financial year ended on 30 June: time for membership renewals and encouragement for new members to join now to get a full year of regular publications, access to resource modules and professional development opportunities, while at the same time showing their real support for our main job of lobbying for more time, training, resources and recognition for SRCs. A full membership form is on our Website's 'How To Join' page at: <http://hsc.csu.edu.au/pta/pasta/>

For now, just complete the details below and send your payment to:

The Secretary, PASTA, 50 Balmoral Drive, Gorokan, NSW 2263

NAME: _____

CONTACT DETAILS: _____

TYPE (inc. GST):

Student (\$27.50)

Ordinary (\$55.00)

Organisation (\$88.00)

(indicate which)

Student Action Teams Tackling Road Safety 2 **Students Report on Research**

On Wednesday June 18th, about 80 students from 13 primary and secondary schools in Melbourne's northern suburbs met to report on research they had been carrying out on traffic safety issues around their schools.

Connect 140 (April, 2003) reported on the start of this project. With support from Traffic Safety Education and the Northern Metropolitan Region of the Victorian Department of Education and Training, from VicRoads, and from the City of Darebin's Road Safety Strategy, students accepted a challenge to take action to improve road traffic safety in their communities. The project began with a Student Forum, which set up Student Action Teams in the schools and these teams have been surveying students, parents, teachers and local residents.

Now, members of these teams have come together to share results and to plan the next stage of the project.

Each school prepared and presented a display of their work to date. These were mainly posters outlining the process of their research and the nature of their main focus (some of these posters are shown on the next page). One school had produced a video, which they showed to the Forum, indicating the lack of adequate speed zone signage around the school.

The reports pointed to difficult crossings of major streets, traffic congestion around schools (especially during 'drop-off' and 'pick-up' times), and issues with entry/exit points to school grounds. They also linked traffic safety issues with pollution, greenhouse gases and student fitness. Student Action Teams or Working Parties have been set up in schools to receive submissions and ideas, and these are working with other members of the school communities.

Survey results were presented in tables and graphs; processes and issues were highlighted in annotated photographs of the school areas.

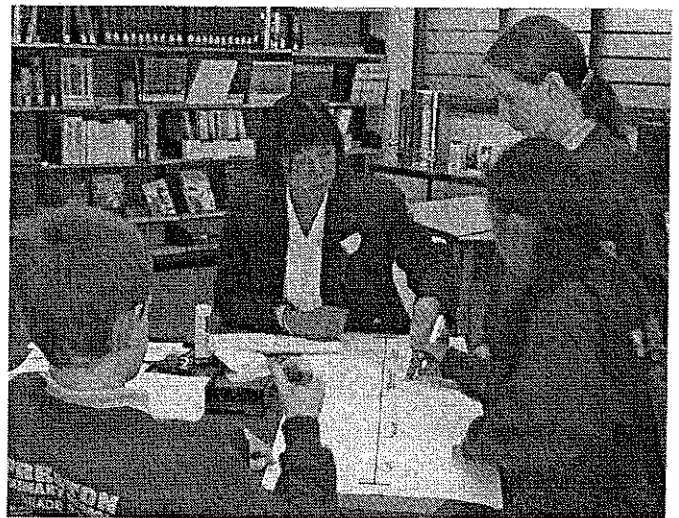
The Forum then moved to consider what action could be taken. This discussion highlighted three main forms of action that students could take: **doing something themselves** about the traffic conditions, **asking others** to do something, changing the way people in or around the school **behave**. Another way of looking at solutions is: 'engineering' (ie building something), 'enforcement' (ie asking the Police or VicRoads or the Council to stop or control activities), and 'education' (ie trying to change the way people around the school behave).

Each school group was then provided with some planning tools (steps for action planning) and asked to begin developing a timeline and plan for action for the next phase of their work. They plotted the steps they would take onto a chart and showed these to each other to finish off the morning.

The student teams are now working to implement those action steps. Department of Education and Training, VicRoads and Darebin City Council personnel are visiting schools to assist with this. A framework for planning (see next page) has been provided to schools to make this easier.

A further Student Forum will be held later this year, at which student teams will report on their achievements: the action taken and any outcomes noticed. More details will follow in *Connect*.

Roger Holdsworth
(for Darebin Network)



Student Networking: Why and How?

What is a Student Network?

A Student Network exists when students from two or more schools (SRCs, Student Councils, JSCs) get together around shared needs and interests. It can be a formal network - meetings or conferences - or an informal network with casual contacts and shared resources, face to face and/or by e-mail. It can be local, regional, statewide or national.

Why is Networking Important?

Here are some ideas suggested by students and others:

Sharing Resources

Students can share information (eg about Student Council constitutions, publications, meeting procedures) and physical resources (eg 'how to' kits, equipment) - and this will help each Student Council group operate better.

Supporting Each Other

When students and Student Councils are having problems in one school - in being heard, in getting things organised, in keeping focused, in getting motivated - other students can help with encouragement or advice or visits or ideas or letters or phone calls or e-mails or ...

Learning How

Information can be gained (often best done in face-to-face discussions) from other students about how to make decisions, how to take part in school committees, how to organise things and so on.

Efficient Training

A training day shared between representatives from several schools can be an efficient use of scarce resources. For example, several schools can share the cost of hiring a venue or employing a trainer. Training each other is also an economical use of human resources.

Reflecting Together

Students learn about making their Student Councils better by reflecting on and thinking about what they have done. Talking about a Student Council to other students is a useful way of thinking about what's working, what's not, and why. Other students can help this process: 'we are not alone'; 'we found that too'; 'that's different to what happened to us'; 'because' ...

Learning About What's Possible

Student groups can 'get in a rut' and be limited by what they've done or thought about in the past. In particular, some Student Councils get trapped into thinking that they can only be involved in fund-raising or social events. They might dismiss some other possible actions as 'impossible' because they've never tried them! Or they might never think of them at all! Hearing from other schools can 'shake up' a student group and encourage it to think of new possibilities.

Influencing Policy

Education decisions that affect schools are often made outside the school - they are the bigger issues within which individual schools operate. If students want to have an influence over these policies, they need to be represented at the levels at which they are made - regional, statewide, national etc. And a local network can be a first stepping stone towards student participation in these big issues.

Partnerships in Decision-Making

At Regional and Statewide level, Education Department committees and officers are often interested to consult with students, to invite students to form advisory groups, or to share in decision-making through student membership of those committees. But who do these students represent? Students need to meet to understand these issues, to talk over their views, to hear and present the diversity of student voices, and to advise their representatives. Otherwise these students will only be able to represent their own ideas.

Information Paths

Network meetings provide efficient and alternative pathways for information to students about education policies and programs. Students and student groups may not always receive this information or realise its significance through individual school sources. Speakers are more likely to be available to talk with inter-school groups, than with each individual Student Council.

Contributing

A Network is not just about what you get from it - it's also about what you can put into it to help others and to work together for shared goals.

(These points are based on ideas compiled in Connect 118, August 1999)

20 Steps to set up a Student Network

Here are some suggested steps - one way that a local Student Network can be set up. How you do it will depend on what your local needs are, where you are situated (in rural areas you will probably meet less often and communicate more by e-mail etc), what support you have, how enthusiastic people are and so on. This is also just an outline and there are many more tasks involved in each step:

1. Propose an idea to your Student Council/SRC: that you hold a local meeting and training day for local SRCs. Get agreement from the Student Council that it will sponsor this. Set up a small organising committee. (Make sure you report back regularly to your Student Council.)
2. Clear the proposal with the school administration and negotiate a suitable date and spaces. Book rooms; if it is to be very big, you might want to book a hall or look for a community venue.
3. Draw up a list of the local schools you want involved. You should include **all** relevant schools. Decide if it will be primary or secondary Student Councils or both. (If both, you might need separate sessions for primary and secondary students.)
4. Send out invitations well in advance - at least one month before the day. You will need to have made some decisions: How many people from each school? Will there be a charge to cover lunch etc? How long? (Remember to allow for travel time.)
5. Work out a program: what do you want to cover on the day? Do you want 'experts' to lead groups? Or students to share experiences and information? (See the box opposite for a sample program.)
6. Who can you get to help you? Contact your local Council, the district or regional Education Department, community groups etc for speakers, workshop leaders and so on.
7. Send out the program with a reminder notice approximately two weeks before the date.
8. Organise the details of the day. You will need to think about: catering (lunch, tea/coffee/juices, biscuits), name-tags, information material/booklets, group facilitators, equipment, people to greet and guide visitors, recording outcomes etc.
9. **Enjoy the day.**
10. Make sure there is a large group session to consider any action proposals from workshop groups. (Perhaps these are reported, not voted on, but referred to an on-going group ... see below.)
11. Ask the key questions:

What will we do with the outcomes of the day?
How will we follow these up?
Do we need to set up some on-going group of students on the proposals, to keep these ideas going?
12. If there is general agreement to this proposal (maybe even propose this formally and ask each school if it will support the idea), ask each school to then nominate one or two (or more) people to form an 'interim network committee'. Each Student Council might have to take the idea back to its next meeting to formally decide whether to be part of it. This small group meets briefly to set a meeting time. Swap names, phone numbers, e-mail addresses.
13. Set a meeting date for the first network group to meet, perhaps about two weeks away. One school (it'd be good if it were a different one) offers to host, convene and chair the meeting (and send out reminders). Work out a suitable time: perhaps about 4 pm (but this depends on transport).
14. At this meeting, talk about **why** you want a local network, and **what** it could do (see ideas on the previous page). How will you work? Who will be involved?
15. Ask each school to formally appoint network liaison persons who will come to meetings or keep in touch.
16. Set a meeting and task schedule for the group. There will be things to follow up from the training day and cluster meeting can also be extended: make a day of it and hold seminars based around common problems and struggles an SRC faces.
17. Identify people who can help you organise - by sending out notices, organising a place to meet, assisting with transport.
18. Start organising another training day - say in 4 to 6 months - to report back on what was decided, what has been done etc.
19. Set up some communication links with the schools eg a local Student Council newsletter, to keep all schools in touch with what's happening.
20. Look for other local networks and make contact with them so that you can link up on a wider level and share your experiences. If Student Councils can help each other, so can local Student Networks!

Roger Holdsworth with Chris Varney and Teigan Leonard

Network Day: A Possible Program Outline

- 9.30 **Welcome** and intentions of the day; housekeeping
- 9.40 'Meeting each other' activity
- 10.00 **Sharing Information** about what's happening in the Student Councils:
each school presents a brief report
- 10.30 *Break*
- 10.50 Defining the important **issues** (for future meetings): *schools suggest topics and the group decides on the main ones*
- 11.30 **Workshop session 1:** *On topics previously suggested by schools: discussion/decision*
- 12.15 *Lunch*
- 1.00 **Keynote Speaker:**
"A Challenge to Student Councils"
- 1.30 **Workshop session 2:**
Repeat the topics or new ones eg skills
- 2.15 **Action Proposals** from Workshops
(plenary session)
- 2.45 **Thanks and next steps;** evaluation of the day
- 3.00 *Close*

Student Network Stories

Here are two examples of local student networks that have operated in the past:

Western Region Student Network

Student representatives from many of the secondary schools in Melbourne's western region met regularly for several years. Each meeting was hosted by a different school, with another school acting as secretary for the meeting and then sending out minutes and the invitation for the next meeting - that they hosted. They were supported by workers from the local Education Centre, who assisted with mailings and arranging transport.

Meetings usually went for 1-2 hours, about once a month, after school. Each school reported on what the SRC (or other groups) had been doing, what difficulties had been met and asked for ideas and support. In one case, the Student Network wrote to a School Council at one of the schools, in support of the SRC at that school, until a satisfactory outcome was achieved. At other meetings, students asked Education Department and others to attend to provide information about programs.

The students decided that Network meetings would be entirely student-run, with non-students only allowed to speak at the request of the meeting, and then for a maximum of three minutes.

SOS

Students at secondary schools in Shepparton set up a group called Students of Shepparton (SOS). (There were several other local groups in the Region: like the Student Network of Wodonga - SNOW, and the Student Network of Ovens-King - SNOOK.)

These met at training days, with an executive that organised the days and kept in contact. They had support from Curriculum Consultants at the Regional Office. The group was also asked to represent students on local boards and committees.

ACSA Conference

28-30 September, 2003

Adelaide, South Australia

The Australian Curriculum Studies Association (ACSA) holds its national conference every two years. Since about 1995, there have been attempts to encourage students to be part of teams attending the conference. Students have been workshop and paper presenters, members of panels, reporters, publishers etc. This is a way of focusing on active student participation in curriculum.

In September, the ACSA Conference returns to Adelaide, with a theme (*conversations*) that links curriculum conversations and curriculum action.

Student Participation Workshop

I have proposed a six-hour workshop at the Conference, which will be offered over the last two days (Monday and Tuesday). The aim of this workshop is to explicitly highlight and discusses student participation in an 'action curriculum' - students doing 'real' and important things in their school/communities as they learn. As an integral part of that workshop, I'd aim to feature mini case studies (devoting about half to one hour to each) from schools involved in this area: with students and teachers as presenters. Are you interested to take part? (I suspect that, because of distance, these would mainly be South Australian primary or secondary schools ... but don't have to be - if you are attending the conference, you might wish to take part in presenting here too.)

With fewer schools able to take part, this could become a four-hour workshop or a two-hour session.

Other student participation in the Conference might also be possible - students producing a conference 'newspaper', being respondents to discussions or presenting sessions. Again, are you interested?

A Pre-Meeting?

If we are able to proceed, it might be valuable to meet and talk through the presentation (and organise the workshop) before the Conference. That could be in Adelaide somewhere on Saturday 27th September. Would you be interested to attend if we could organise this?

Let me know urgently if you would like to be involved and if you think any of these options might be possible. I will then let you know arrangements.

Roger Holdsworth

<r.holdsworth@unimelb.edu.au>

Plan International: Youth Participation Conference and Youth Forum, Melbourne

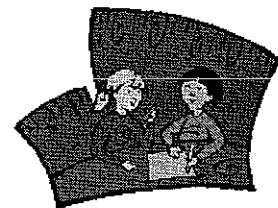
'Children as Partners'

Youth Forum: Wednesday November 12th
(for Victorian schools)

Youth Participation Conference: November 13-14th

Contact: Daniel Bolotin: (03) 9672 3641 or 0422 671 632

Student Leadership and Participation Day: September 2003



The New South Wales Student Representative Council (NSW SRC) is the peak student leadership forum supported by the NSW Department of Education and Training. It consists of 22 members who are elected by their peers at district SRC forums, including two Aboriginal student leaders. The NSW SRC for 2003 has been working on three major goals throughout the year and one of these is to **Promote Student Leadership and Participation through Student Well-Being and Positive Relationships Projects.**

As a part of this goal we would like to pursue the project of holding a statewide *Student Leadership and Participation Day* in all NSW government secondary schools during Education Week 2003 (September 7 to 13). During this day we would encourage all schools to participate in activities relating to student well-being and positive relationships. To assist you in coming up with strategies for this day, we have developed a *Student Well-Being and Positive Relationships Kit* which you can use to develop your own event.

Included in the kit is a list of suggested activities to take action in your school, a sheet of 'breaking the ice' activities that help to promote harmony in schools, which is an integral part of student well-being and positive relationships, and an evaluation sheet, which the NSW SRC would like you to complete and return to the specified address relating to this kit and your event. A guideline for a poster is also included, which your SRC can use or adapt to suit your individual event.

The NSW SRC would like to encourage all SRCs to promote the concept of **student leadership and student participation** in all schools during Education Week 2003 through holding an event of your own.

If you would like more information, or if you have any queries, please contact Stuart Hearne, Senior Education Officer, Student Participation and Leadership on (02) 9246 5504 at Ashfield State Office. As members of the 2003 NSW SRC, we look forward to helping you promote student leadership and participation through *Student Well Being and Positive Relationships* projects in your own school.

Kaila Murnain

Moree District

2003 NSW SRC Member

Effective Ideas to TAKE ACTION to Improve Student Well Being and Positive Relationships in Your School

A note from the 2003 NSW SRC:

The 2003 New South Wales Student Representative Council (NSW SRC) would like to encourage all schools to take part in our proposed *Student Leadership and Participation Day* during Education Week 2003 (September 7 to 13) in government secondary schools across the state. On this day the NSW SRC would encourage all schools to focus on the concept of student leadership and participation by running various projects to improve student well-being and positive relationships in our schools. Set out below are a few ways in which you could go about promoting this idea both during this proposed day and on a long term basis:

One Day Events

If your school would like to focus on a specific part of Student Well Being and Positive Relationships during the *Student Leadership and Participation Day* you could:

- Hold an *Anti-Discrimination Day*;
- Hold a *Student Development Day*;
- Hold a school talent show on the theme of student well-being;
- Develop a day that promotes the importance of young people who have a disability or special need;
- Hold a *Student Health and Well-Being Day* to focus on young people's health issues;
- Hold an *Aboriginal Reconciliation Day*;
- Organise a *School Spirit and Pride Day* or *School's Kool Day*;
- Hold a competitive interschool sports carnival.

During this day you could:

Hold activities with smaller groups (eg: year groups, class groups, house groups etc.) relating to Harmony, including the activities (following):

1. Five Things We Have In Common;
 2. Birthday Line-Up;
 3. Human Guinea Pig Scenario.
- Invite the *District Welfare Consultant* to talk with your school SRC about proposed actions/projects;
 - Invite an authority on student well-being and positive relationships as a guest speaker to address the school assembly eg: Youth Worker, Student Welfare Consultant, State SRC Conference Working Party member, NSW SRC Member, a member from the Youth Advisory Council or a CCYP Youth Reference Group;
 - Hold a forum of interested students at lunchtime (with school approval) to discuss ways to develop student well-being, participation, and sense of connectedness to your school. It should be in the presence of the deputy principal/school executive, school counsellor and the outcomes handed to the Principal and discussed with him/her.

Long Term Events

- Develop a *School Resource Card* for each student that contains key 'Help' agencies from the local school community;
- Publish an article about student well-being in the school newsletter/paper;
- Liaise with the school careers adviser to devise a project on promoting teaching as a career using the *How about Teaching?* video developed by the 2002 NSW SRC. The video is accompanied by important tertiary institution contacts and a suggested lesson plan;
- Encourage students to access their school counsellors, by SRCs publicising and promoting the work that they do for students. SRCs could develop projects with the school counsellor;
- Encourage student membership on school committees;
- Encourage a school review of the student welfare policy - could it be called the *Student Well-Being Policy*;
- Develop a *Good News* radio station within the school;
- Develop a new anti-bullying policy with student input on the planning eg: Joseph Banks High School;
- Invite a student with a disability, an aboriginal student and/or a student who doesn't like school much to become school SRC members and **listen** to what they have to say;
- Announce a '*Fair Dinkum*' Student of the Week who has shown fairness to teachers and peers;



- Encourage the development of a school pop/rock band;
- Use electronic technology in the school to communicate with other school SRCs in your district between meetings;
- Develop a *School Safety and Security Policy*;
- Write a regular column for the local newspaper;
- Make a school-based video about Student Well-Being, Student Participation and Leadership;
- Hold a school poster competition on the Student Well-Being theme;
- Meet with the P&C regularly and with the School Canteen to improve food standards;
- Develop pamphlets in your school eg: ways to improve communication with teachers, ways to improve relationships with peers, a new rules and expectations pamphlet;
- Build shade cloth areas;
- Improve links between students, parents and local school community and/or businesses;

- Celebrate student achievements with rewards from local businesses eg: cinema tickets, sporting goods;

- Establish and promote a new set of enforceable school rules developed by the students, for the students;

- Develop links/projects with your local primary school SRCs;

- Place permanent rubbish bins and holders in strategic playground areas that are painted in bright colours;

- Eliminate annoying bells at the end of each period and introduce music, a softer tone, chimes or no

sound at all;

- Develop a school garden or 'Bush Tucker' area that is student coordinated;
- Plant appropriate bushes/trees in concreted playground areas;
- Develop a student well-being mural.

Remember that these are only suggestions and that there are many more ideas that you could come up with to improve Student Leadership and Participation through Student Well Being and Positive Relationships projects. We look forward to working with you in promoting these ideas in all secondary schools in NSW.

The *Student Well Being and Positive Relationships Kit* has been researched and developed by:

2003 NSW SRC Members:

Melissa Haberfield (Albury), Kaila Murnain (Moree),
Doryon De Jong (Ryde), Rohan Williams
(Shellharbour), Paige Elsick (Bathurst), Lisa Crawford
(Broken Hill), Kimberly Stuart (Campelltown),
Kaila Murnain (Moree), Lauren Ross (Sutherland)

Activities Relevant to Promoting Harmony

A note from the 2003 NSW SRC:

The New South Wales Student Representative Council would like to emphasise that Harmony is an integral part of Student Well Being and Positive Relationships. The following activities are based on this theme and they have been taken or adapted from the MindMatters Kit (a positive national mental health promotion resource which has been provided to all secondary schools). They are appropriate for use with students, and could be used with the SRC or other student groups to stimulate discussion about aspects of harmony, tolerance and belonging. They also provide an opportunity for humour, interaction and physical movement.

1. Five Things We Have In Common

Objective: To build a sense of belonging and emphasise the similarities that connect people.

1. Ask people to form pairs with someone whom they do not know well.
2. Ask that they introduce themselves and determine five things that they have in common. These should be things of which they were not previously aware (ie not both females etc.). Allocate about five minutes to this task.

As a whole group, discuss some of the unexpected things people realised they had in common.

3. Discuss the positive emotional response to sharing and connecting with people. When may this be useful in school break, the classroom, SRC meeting, assembly etc?

Note that there is no one in the room who had nothing in common with others.

What does this say about the importance of spending time to understand people and build relationships that dispel fear and build harmony?

2. Birthday Line-Up

Objective: To explore the challenges presented by lack of communication and language barriers and the way that these may be overcome through patience, creativity and a common vision.

1. Explain that no one is allowed to talk or write for this activity.
2. Point to a corner of the room and say this is the 1st of January.
3. Ask everyone to form a line in order of their birthdays (just days and months, not years). Allow about three minutes for this.
4. Once movement has ceased, ask each person, from one end of the line to the other, to call out their birthday to check the accuracy of the line.

5. Discuss the difficulties involved in this activity. How were these difficulties overcome through the adoption of different communication techniques?
6. Discuss how it might feel to experience a cultural/language barrier in everyday life. How can schools and communities make this easier.
7. Ask people to imagine the added difficulty that would arise if no one had allocated a starting place for the 1st of January. Emphasise the importance of direction and shared visions in motivating people to work as a team.

3. Human Guinea Pig Scenario

Objective: To create a sense of empathy for the various roles in social situations that stem from isolating, harrasing, accepting and praising others and to examine the tools that individuals can use to build harmony and connectedness in their community.

This is role play that can be done simultaneously in small groups (about six people) or with one group at the front of the room and everyone else as spectators. Students should ensure that there is a staff member present who has agreed to support the activity.

1. Ask one person from the group of six to volunteer as an 'outsider'. The rest of the group is a social group. All the group excluding the 'outsider', are asked to engage in conversation.
2. Instruct the 'outsider' to walk over to the group and for the group to react in a certain way. This can be done four times with the group:
 - Completely ignoring the 'outsider';
 - Blaming the 'outsider' for something;
 - Accepting the 'outsider' into the group;
 - Praising the 'outsider' as some sort of celebrity.
3. Discuss the way in which the group and the 'outsider' felt in the various situations. How does alienating one person affect the comfort and harmony of the entire group?
4. What verbal and non-verbal clues make people feel isolated and connected?
5. Remind everyone that role plays can be powerful activities. It is important to talk about the characters that you created and imagine them leaving the room at the end of the activity. This signals an end to the scenarios. They were made up situations and are not real. Sometimes having an experience in a role can stir up feelings for people. Make sure that anyone who still feels concerned about anything at the end of the session is invited to talk it over with the person (people) conducting the activity or (if the activity has been facilitated by a student), the teacher who has been supporting it.

News and Reviews

NSW Writing Competition

The Transcultural Mental Health Centre's Youth Mental Health Project, in conjunction with the Transcultural Youth Mental Health Network, writes to seek your support in promoting the 4th Youth Writing Competition and encouraging young people from your school to enter. The Writing Competition is open to young people between the ages 14 - 17 years across New South Wales.

The regular Youth Writing Competition aims to provide young people with an opportunity to creatively express their concerns, thoughts, feelings and experiences about issues that directly impact on young people living in a multicultural society. The competition is open to all young people, not only young people from culturally and linguistically diverse backgrounds. In this way, the competition challenges all young people to think about the impact that mental health and cultural diversity have on families and young people living in Australia.

The overall theme of the competition is 'Young people coping'. There are two topics for the writing competition:

TOPIC 1: Write a story about a young person coping with mental health problems in their family.

or

TOPIC 2: Write about the experiences of a young person from a non-English speaking background who is living in difficult times, either in Australia or overseas.

The closing date for the 4th Youth Writing Competition is Friday 12th September 2003. The prize-winners will be presented with their awards at the *Diversity in Health 2003: Innovation, Creativity and Harmony Conference*, Darling Harbour, 27-29 October 2003.

The prizes include:

- First Prize \$400.00;
- Second Prize \$300.00;
- Third Prize \$250.00;
- 10 runners-up will be awarded Silver Awards and a \$30.00 gift voucher;
- All entrants will receive a certificate.

Information packages have been sent out to English Coordinators/Head Teachers at public, private and independent high schools in NSW, in an attempt to reach as many young people as possible and to provide opportunities for teachers and students to discuss issues relating to mental health and cultural diversity in the classroom.

To obtain entry forms and a booklet of the winning entries from the last competition held in 2001, or to get more information about this creative and thought-provoking project, please contact Vanessa D'Souza (Youth Mental Health Project Officer) at the NSW Transcultural Mental Health Centre on (02) 9840 3800.

e-mail: Vanessa_D'Souza@wsahs.nsw.gov.au

Student Action Teams: Phase 2 Report

Student Action Teams were implemented in Victorian schools between 1999 and 2002 with funding and support from the Department of Justice, VicHealth and the Department of Education and Training. In Phase 2 of this program, 36 primary and secondary schools were funded to establish teams of students to research and act on issues of local community concern.

The Australian Youth Research Centre continued an evaluation study of this phase, concentrating particularly on the impact of participation in such teams on student and teacher outcomes, and on school processes. The report of this phase of the evaluation has been published by the Centre. It identifies three factors (*sense of meaning, sense of control, sense of bonding*) that emerge as significant descriptors both from the literature and from students' responses to surveys, and indicates how these factors are linked to students' reports of outcomes in connectedness (to school, teachers and other students) and to their self-esteem and school work.

The Research Report provides leads to necessary components of program design and endorses the value of Student Action Team approaches.

The Report (*Research Report 22*) can be obtained from the Australian Youth Research Centre, Faculty of Education, The University of Melbourne VIC 3010; or phone: (03) 8344 9633. Copies are \$16.50 (or \$11 for AYRC members), plus \$5 postage and handling.

School Councils, School Democracy, School Improvement

Bernard Trafford is Head at Wolverhampton Grammar School in England. This book summarises his experiences, initiatives and arguments over many years, in building student councils (in the UK, they're usually referred to as School Councils) as an important and effective part of school decision-making.

In Part 1, Trafford argues the case for consulting pupils; in Part 2, he extends this to define 'school democracy'; and then in Part 3, provides practical information on how to 'do school democracy'. The book deals explicitly with the fears raised about such approaches, as well as providing direct examples of what student councils can achieve.

While the book focuses almost exclusively on the formal 'governance' aspects of student participation, and has little information about participation in and through 'authentic curriculum', it provides a valuable and authoritative guide to student council development.

Even more so when it is published by and available from the Secondary Heads Association (SHA), 130 Regent Road, Leicester LE1 7PG; e-mail: info@sha.org.uk; web: <http://www.sha.org.uk> Cost is listed as £13.00 - but perhaps contact them first about postage etc.

Best Practice Examples of Inclusion Needed

Do you know of a Student Council which includes pupils with special educational needs?

Does your school actively promote inclusion?

If so, School Councils UK would like to hear from you. We are currently producing a booklet about including students with special needs in Student Councils.

We would love to have more examples about where this has happened, with an emphasis on 'how', so that other schools can learn from what you have achieved. We would also like to include comments from young people with special needs, on what they think of their Student Council, and how they have benefited from it.

In particular:

- How exactly has your Student Council succeeded in involving students with special educational needs? Please give us as much detail as possible.
- What worked?
- What did not work?
- What would you do differently next time?

Please send your case studies to rachel@schoolcouncils.org.

And the chance for your school to star in a second book ...

The Alliance for Inclusive Education is also looking for Good Practice examples for a book they are creating on 'Inclusive Schools'. Their definition of inclusive schools is listed below. They would like to have an examples of a school for each different point. Please email: rachel@schoolcouncils.org if you think that your school would be an interesting illustration of one of these points. Please be as specific as possible about the process leading to this achievement.

Inclusive Schools:

- Where it is OK to be yourself, and difference is valued.
- Where you have some say over what you learn, how you learn, who teaches you and how the school is run.
- Where everywhere is accessible to pupils, teachers and parents who use wheelchairs or cannot climb stairs.
- Where all the lessons are accessible to children who cannot see or hear, or who have learning difficulties.

- Where you get the help you need without having to fight for it.
- Where bullying is stopped and bullies helped to change, using restorative justice and other anti-bullying strategies.
- Where everybody gets to make a contribution.
- Where friendship is thought to be of great importance, and supported by adults.
- Where circles of support are built around children who are lonely or afraid or need a lot of help to be included.
- Where you get help instead of punishment if you have trouble coping with school.
- Where there are no permanent exclusions.
- Where there are systems to help children and adults when they don't know what to do.
- Where children are valued equally and not ranked or compared to each other.
- Where you learn about each other's lives, especially different nationalities, races, religions or what it is like to be disabled.
- Where all the adults are kind and fair.
- Where young people and adults are taught skills like mediation, peer mentoring and tutoring, which help to keep school a friendly and helpful place to be.
- Where everyone's first language is considered of equal value, including sign language.
- Where you can be creative through play, music, art, and drama as well as learning a set curriculum.
- Where young people are treated with respect.

Naomi Rosen

School Councils UK

[<naomi@schoolcouncils.org>](mailto:naomi@schoolcouncils.org)

Web site of interest:

Here's an interesting article from *Youth Today*, reprinted on the *Forum for Youth Investments* website:

<http://www.forumforyouthinvestment.org/yt-responsibilities-pfv.htm>

Australian Curriculum Studies Association (ACSA)

Conversations

10th Biennial Conference: Celebrating 20 Years of ACSA

28-30 September 2003; Adelaide, South Australia

Contact: ACSA Secretariat for registration information:

acsa@acsa.edu.au; phone: (08) 8463 5875

or use the website: <http://www.acsa.edu.au>

Clearinghouse

Local and Overseas Publications Received

Connect receives many publications directly or indirectly relevant to youth and student participation. We can't lend or sell these, but if you want to look at or use them, contact us on: (03) 9489 9052 or (03) 8344 9637

Australian:

- AEU News** (Abbotsford, Vic) Vol 9, Nos 5, 6; June, July 2003
- Banyule Youth Enquiry** (DART/Banyule City Council Youth Services, Vic) - papers
- Curriculum Perspectives** (ACSA, Deakin West, ACT) Vol 23, No 2; June 2003
- Education Views** (Education Queensland, Brisbane, Qld) Vol 12 Nos 10-14; May-July 2003
- Life-Patterns, Career Outcomes and Adult Choices** (Australian Youth Research Centre, Melbourne, Vic) Research Report 23, June 2003
- National Discovering Democracy Forum: Final Report** (ACSA/DEST/National Museum of Aust.) June 2003
- Network News** (Network of Community Activities, Surry Hills, NSW) June 2003
- Research Developments** (ACER, Vic) No 10, Winter 2003 - including **LSAY Briefing** No 6: January 2003
- Starlink** (Victoria University, Vic) Issue 50, May-June 2003
- Student Action Teams Phase 2 - 2001-2002: An Evaluation of Implementation and Impact** (Australian Youth Research Centre, Melbourne, Vic) Research Report 22, June 2003
- Teacher Learning Network Journal** (TLN, South Melbourne, Vic) Vol 10, No 2; Winter 2003
- Yikes!** (Youth Affairs Council of Victoria, Melbourne, Vic) Vol 2 Edition 7, June 2003
- Youth Research News** (Australian Youth Research Centre, Melbourne, Vic) Vol 13, No 1; May 2003
- Youth Studies Australia** (ACYS, Hobart, Tas) Vol 22, No 2; June 2003

International:

- Education Now** (Nottingham, UK) Issue 40 (Summer 2003)
- Education Revolution** (AERO, Roslyn Heights, NY, USA) Issue 37 (Summer 2003)
- Leadership** (NASSP, USA) Vol 31 Nos 8, 9; April and May 2003
- News from ICCVOS** (Göteborg, Sweden) No 1, 2003

Pupil Involvement in School Leadership (School Councils UK, London) Conference invitation: November 13, 2003

School Councils, School Democracy, School Improvement (Bernard Trafford; Secondary Heads Association, UK) June 2003



Documents

The documents listed in this column may be of general background interest. A photocopy is available for research purposes. The length and cost (to cover copying and postage) is listed. Please order by code number.

A full, computerised index of these documents is now available from **Connect** for \$3; this can be accessed and printed by topic, key-word etc or simply sequentially.

Code Description/Pages/Cost

- 538 **Banyule Youth Inquiry** (24 July, 2003): various papers (30 pp; \$3.00)
- 539 **Responsibilities and Reasons** (Karen Pitman; The Forum for Youth Investment/Youth Today, 2000) (2 pp; \$0.60)

STUDENT PARTICIPATION SUPPORT MATERIALS AVAILABLE

See the back page of this issue of *Connect* for listings and order form

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Back issues of Connect (\$4 single; \$6 double issue). Circle issue/s required: \$

1, 2, 3, 4, 5, 6/7, 8, 9, 10, 11, 12, 13/14, 15, 16, 17, 18, 19, 20, 21, 22/23, 24, 25, 26, 27/28, 29, 30, 31, 32, 33, 34, 35, 36, 37/38, 39, 40, 41, 42, 43, 44, 45, 46/47, 48, 49, 50, 51/52, 53, 54/55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65/66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77/78, 79, 80, 81, 82, 83, 84, 85/86, 87, 88, 89, 90, 91, 92, 93, 94, 95/96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106/107, 108/109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124/5, 126, 127, 128, 129, 130, 131, 132, 133/4, 135/6, 137, 138, 139, 140, 141, 142

- Cross-referenced index to contents of **Connect** back issues (\$3) \$

Miscellaneous Resources:

- Students and Work - 1985 **Connect** reprint booklet #5 (\$5) \$
- 'Youth Radio' issue of 3CR's **CRAM Guide** (1985) (\$1) \$
- Democracy Starts Here! Junior School Councils at Work (1996) Case studies of Primary School SRCs (\$7 or \$12 for two copies) \$

Foxfire Resources:

- Sometimes a Shining Moment (Wigginton) (\$25) \$
- Foxfire: 25 Years (Doubleday) (\$25) \$
- A Foxfire Christmas (Doubleday hardcover) (\$25) \$
- Shining Moments - Foxfire video (1 hour) (loan for 1 week: \$5) \$

Documents:

- Photocopies of the following documents: \$
- Cross-referenced Index to photocopies of documents (\$3) \$

(all prices include postage and packaging)

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